

DOCUMENT RESUME

ED 146 494

CG 011 925

AUTHOR Kwint, Marwin
TITLE A Systematic Method of Acquiring Financial Aid for College-Bound Students.
PUB DATE [76]
NOTE 94p.
EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.
DESCRIPTORS *College Admission; College Entrance Examinations; *Counselor Role; *Financial Needs; Grants; *Guidance Services; Program Guides; Secondary Education; Senior High Schools; Seniors; *Student Financial Aid; Student Loan Programs

ABSTRACT

A systematic method of helping students and parents apply to college and acquire financial assistance to attend college was developed in a transportable model during the 1975-1976 school year at McArthur High School, Hollywood, Florida. The model was transported to the senior counselors of high schools through 15 hours of inservice training. The model provided students and parents with systematic assistance from counselors and clerical aides in completing the testing process, application process, and financial aid process at the local, state and national levels. Students from this school received admission to more than 100 four-year colleges or universities and in excess of \$500,000 in financial aid offers. The average offer of assistance was \$3,200. Of the graduating class 45% enrolled in college in the fall of 1976, four times greater than the class of 1975, which had 11% enrolled. The pattern of enrollment also changed drastically. In the class of 1975, 17% attended four-year colleges, as compared to 82% from the class of 1976. This complex model demonstrated the need of having an expert in the field of college admissions and financial aid in residence at the school level and at the school district level. (Author)

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1977

A SYSTEMATIC METHOD OF ACQUIRING FINANCIAL AID
FOR COLLEGE-BOUND STUDENTS

by Marwin Kwint¹

Submitted in partial fulfillment of the
requirements of the National Education
Ed. D. Program For Educational Leaders,
Nova University.

CG 011925

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ABSTRACT

AUTHOR: Marwin Kwint .
TITLE: A Systematic Method Of Acquiring Financial
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Financial Aid, Financial Needs, Grants, Student
Loan Programs

Abstract

A systematic method of helping students and parents apply to college and acquire financial assistance to attend college has been developed in a transportable model during the 1975-1976 school year at McArthur High School.

The model was transported to the senior counselor of the respective high schools within the Broward County School District through fifteen hours of inservice training.

The model provided students and parents with systematic assistance from counselors and clerical aides in completing the testing process, application process, and financial aid process at the local, state, and national levels.

Students from this school received admission to more than 100 four-year colleges or universities and in excess of \$500,000 in financial aid offers. The average offer of assistance was \$3,200.

One hundred and ninety of 193 students in a class of

426, or 45 percent of the graduating class, enrolled in college in the fall of 1976, four times greater than the class of 1975, which had forty-seven students, or 11 percent of a class of 440 students, enrolled in colleges.

The pattern of enrollment also changed drastically. In the class of 1975, eight of the forty-seven, or 17 percent, attended four-year colleges, as compared to 156 of the 190, or 82 percent, attending four-year colleges from the class of 1976.

The complexity of this model demonstrated the need of having an expert in the field of college admissions and financial aid in residence at the school level and at the school district level.

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PREFACE

The practicum effort described in the context of this report is the work of the author. The model of a systematic method of acquiring financial aid for college-bound students was completely developed at McArthur High School and transported to seventeen of the twenty high schools within the Broward School District.

The completion of this practicum would not have been possible without the assistance of Mr. James E. Maurer, Superintendent, The School Board of Broward County, Florida.

Special appreciation goes to the following individuals who showed patience, encouragement, assistance and advise:

Mr. William C. Drainer,	Program Superintendent for Instruction Services.
Mr. Dave Fitzpatrick,	Director of Pupil Personnel
Mrs. Sylvia Milks,	Coordinator of Guidance
Mr. Hal P. Jackson, Dr. Bert Kleiman,	South Area Superintendent Miami, Fort Lauderdale Cluster Coordinator, Nova University
Mr. Edwin C. Treherne,	Principal, McArthur High School
Dr. Hilton Lewis,	Director of Inservice Education
Mr. Harold Mosser,	Director of High School Education

Mrs. Alice Stevens,

Secretary

Dr. Walter Young,

Member Florida
House of Represen-
tatives and Principal
of Carol City Junior
High School

Knowledge, wisdom, experience and especially patience were the hallmarks of my mentor, Murray Heyert, Administrative Associate in Practicums, Nova University, to whom I shall be eternally grateful.

In dealing with the content of a practicum of this magnitude, categories of information might apply to several local, state or national financial aid systems now being used. Details not explained within the contents of the chapters can be located in The Parents' Confidential Statement Booklet, Meeting College Cost Booklet, and the Student Bulletin all published by the College Entrance Examination Board. The reader would be well advised to use these materials in reading this practicum report.

Chapter 1

Introduction

Post-secondary education has become prohibitively expensive, stifling the opportunity of many students to pursue a college education. Rising cost of tuition, books, room, transportation, and clothing have discouraged the best of students. Yet, James Bowman, President of the College Scholarship Service, states that money is available.¹ One of the purposes of this practicum was to assist students to obtain the financial assistance from these available funds that would enable them to obtain a college education.

During the 1974-1975 school year, McArthur High School identified 25 percent of the senior class as being college bound, when in fact less than 50 students actually attended college.² Investigation revealed that the senior counselor did little to encourage students to pursue advanced education and did not follow up on the graduating class. The reasons for the counselor's behavior were the absences of a policy regarding the use of counselors in this particular advisory role, the lack of a concerted effort on the part of the

¹Edwin A. Roberts, Jr., "It's Not Academic," The National Observer, 25 October 1975, p. 3.

²McArthur High School, the site of this practicum, is located in Hollywood, Florida, and is one of the 20 high schools in the Broward County School District. Of the 2,700 students enrolled in McArthur, 6 percent are Latin, 10 percent are black, and 84 percent are caucasian.

counselor to assist these students, and the absence of a systematic method of providing services to students.

The responsibility of isolating the problems concerned with the pursuit of post-secondary education and finding remedies was assigned to this writer by the principal of the school. Survey of or interviews with parents and students identified the following as contributing reasons for failure to attend post-secondary schools: (1) the inability of the students and/or parents to afford the cost of a college education, (2) the inability of the students and/or parents to understand the concepts of financial aid, and (3) the absence of a systematic method of acquiring financial aid.

Students and parents acknowledged the receipt of the financial aid forms, but stated that the forms were too complicated, and they did not understand the concepts of financial aid. The parents and students were also unable to complete the appropriate forms because the forms were more complex than the standard Income Tax Form 1040.

In fact, forty-three of fifty parents required the help of firms such as H & R Block to prepare their income tax statements. Many parents became confused when the following questions were asked in the Parents' Confidential Statement (PCS), but the questions were not identified in the 1040 tax form:

1) How much insurance do you have on your home?

2) What is the fair market value of your home?

The PCS was more comprehensive and complex than the income tax forms, and firms such as H & R Block were not available to prepare the PCS. If parents could not complete their income tax forms, how could they complete the PCS? ³

The same problems existed within the entire Broward County School District. The other nineteen high schools of the district could not show evidence of a method of assisting students. Yet, the state law required a comprehensive program of placement of students, with clearly established procedures, to be part of the school district's comprehensive plan. ⁴

Another district problem was the abolishment of the Florida Twelfth Grade Statewide Exam. This exam was the major requirement for admission to Florida state colleges and universities for students. In the absence of this test students were required to use the College Board exams for admission to these schools. (The linkage between college admissions and financial aid for the college-bound student is evident in the requirement that a student be accepted to college prior to or concurrent with the receipt of financial assistance. Thus, the two elements of admissions

³College Scholarship Service of the College Entrance Examination Board, Parents' Confidential Statement Booklet, Academic Year 1977-78.

⁴Florida Statutes, Chapter 235, et. seq.

to college and financial assistance cannot be separated.)

Therefore, a need was indicated for a system that would assist students and parents to acquire financial aid. It was the purpose of this practicum to develop a transportable model of a system to meet that need.

The model described here made use of five essential elements: (1) identification of the college-bound students, (2) testing for the college-bound students, (3) selecting colleges for the college-bound students, (4) applying for admission and financial aid for the college-bound students, and (5) identifying other sources of financial aid for college-bound students. Chapters 1 through 7 of this report describe the model of such a system developed by the author.

The objective specified for the model was that among the 1976 graduates identified as college-bound from McArthur High School, 95 percent would be admitted to college and attend in the fall of 1976. Financial assistance would be obtained for those students with demonstrated need.

Chapter 8 addresses the task of transporting the model into the other high schools in the Broward County School District. The objectives for this task were: (1) to provide inservice training for counselors in the use and applications of the model in helping students acquire financial aid, and (2) to implement the financial aid model in at least 50 percent of the high schools in the Broward County School District in the 1976 school year.

The final chapter summarizes the practicum and provides further applications of this model.

Chapter 2

IDENTIFICATION OF THE COLLEGE-DIRECTED STUDENT

The initial action in dealing with the college-bound students was their identification during the first two weeks of the senior year. The objective of this action was to identify the seniors who were college bound and their intended fields of study. The goal of this component of the model was to identify those students who needed the guidance services so that an effective communication system could be established between the guidance department and the college-bound students. To effect this identification and communication a self-identification system and a staff and peer identification system were developed.

Self-Identification System

Classroom teachers were instructed to obtain lists of college-bound senior students and their intended fields of interest. The teachers' actions were organized through department heads, who were responsible for returning the list to the guidance person in charge within the first week of school.

The use of teachers in the self-identification system was successful. The teachers communicated with students in all areas of the school program including business education, home economics, and horticulture, as well as the academic

program. Teachers were willing to discuss their own experiences in education and were able to identify students who had ability, but lacked confidence in themselves, encouraging those doubtful students to investigate possibilities of attending college.

Another important result was that students were able to identify teachers who were willing to offer recommendations to the various colleges and universities.

School organizations, such as the National Honor Society (NHS), were also asked to obtain lists of senior students and the fields of college study in which the student was interested. The student organization surveys took place during the second week of school in front of the guidance office and outside the school cafeteria during the school lunch periods.

The NHS produced posters and mounted these on bulletin boards to announce the list-gathering activities.

The NHS was able to obtain comprehensive lists of students and their intentions but, more important, peer participation developed, involving students who had never communicated with one another about their concerns for the future.

Staff and Peer Identification

A staff and peer identification system, using advisory groups, was employed to complete the identification of

college-bound students as well as those interested in military training programs, and students still undecided about their post-secondary education.

Advisory groups were under the direction of an advisor who is a certified member of the school staff. These certified members included librarians, audio-visual specialists, counselors, and teachers, but excluded administrative personnel. Students were assigned to the advisory groups alphabetically by grade level. The groups met only when there was a specific objective to accomplish. A plan was prepared for each session such that there was standardization for the specific function.

The advisory groups provided an extremely convenient mechanism for the identification of college-bound students. Advisors distributed IBM cards with the student's name pre-punched. The students checked the appropriate box as indicated in figure 1. Students who did not complete their cards (e.g., absentees) were asked to come to the guidance office by the counselor or a clerical aide to complete the appropriate actions.

Organizing the Identified Material

Clerical aides under the direction of a counselor were used to organize the materials into a retrievable cross-referenced system to ensure control of the system as described in chapter 4.

Figure 1

FORM USED TO SURVEY STUDENT*

Field 1 indicates student identification number

Field 2 indicates the student's name

Field 3 indicates student's selection

1234 DOE JOHN

- ☐ 4 year college
- ☐ 2 year college
- ☐ Armed Services
- ☐ Training Program
- ☐ will work at
- ☐ undecided
- ☐ wish to see a counselor

*This survey was completed when tabulated by clerical aides.

The first responsibility of the clerical aides was to establish two master lists of all students in the senior class. One of these lists was set up alphabetically by the student's last name and the other list was referenced by the college majors that the students intended to pursue.

The former list was used to establish a control sheet that identified each student and the processing steps to be followed by the students and their parents in the system. The control sheets were incorporated into a control book, listing the students alphabetically (see figure 2).

Summary

From the self-identification and staff and peer-identification systems, students were identified as college-bound. The identified students were listed individually in a control book as well as by intended areas of study (e.g., pre-medical). In this way the counselor was able to communicate with students individually or collectively by selected areas of study as needed.

The communication between students and counselor enabled the counselor to check systematically whether students and parents were taking appropriate actions at the appropriate times, and to monitor the work of the aides in maintaining the control book and telephoning parents, making appointments for the counselor, and sending necessary information and forms to the parents. A subsequent responsibility of the clerical aides was to provide

CONTROL SHEET

NAME

SAT/ACT SCORES

PARENT/STUDENT
Attendance

SCHOOLS

DATE SENT
TRANSCRIPT

MID TERM
TRANSCRIPT

PCS

SCHOOL CODES

COUNSELOR/TEACHER RECOMMENDATION

FSAG

BEOG

FINANCIAL AID:

INTERVIEWS

SCHOLARSHIPS RECOMMENDED:

weekly lists of students who had failed to complete the
various steps indicated in the control book.

Chapter 3

GROUP MEETING OF PROSPECTIVE COLLEGE STUDENTS AND THEIR PARENTS

The process of applying to colleges and applying for financial aid, as previously noted in chapter 1 has become an extremely complex sequence of paper work. To complete this sequence successfully calls for coordination among the students, parents, and counselor, and each must take specific steps at specific times. To explain these steps a group meeting for college-bound students and their parents was held in the auditorium at McArthur High School to impart the steps and the sequence of paper work.

Announcing the Meeting

Students were notified of the group meeting and all subsequent meetings through memoranda sent to them individually in their first period class, announcements at advisory group meetings, and notices in the school bulletin.

Parents were notified of the group meeting and all subsequent meetings through the local newspaper and the Mustang Courier, a mail-home newspaper designed for communication with parents (see appendix 1).

Parents and students who attended the group meeting were required to sign in. The signatures of the parents and the students were checked against the control sheets

by the clerical aides. A list of parents and students who did not attend was then compiled by the aides. Each parent not in attendance was telephoned by the counselor and advised to listen to an audio-tape cassette of the group meeting. Students not in attendance were asked to come to guidance office by the counselor or clerical aides to listen to the audio-tape cassette. If the parent of the student or the student chose not to participate in the system described, he was asked to sign a statement disqualifying himself from the guidance services offered (see figure 3).

Conducting the Meeting

The intent of this meeting was to review the various steps required in applying for admission to colleges and financial aid. At this time student and parent responsibilities were defined and the actions required of each person in the application processes explained. The following is a summary of the proceeding of the group meeting:

Philosophy

It was explained to the parents and students that colleges are businesses and their job is to get the most qualified students possible, and as much money as possible from the parents and students. The counselor's job was to get the student the best education and as much funding

Figure 3

Waiver of College-Directed Services

Date _____

I, _____, choose not to participate in the
services provided for admission to college and acquiring
financial aid.

Signed _____

as possible for the school. Financial aid would not be provided unless a student was accepted to college. The function of the counselor was to provide opportunities for the student to attend college with the cooperation of the parents. The general responsibilities of the student and parent were to take necessary action at the appropriate time and make decisions. To assist the student to obtain admission to college and to qualify for financial aid, the counselor was responsible for assisting the students in identifying, applying to and gaining acceptance into appropriate schools chosen by the students and parents. The counselor was also responsible for assisting the parents with the appropriate financial-aid forms.

After these general statements the criteria for admission to college were explained to the audience with the use of an overhead projector. All explanations and discussions were recorded on an audio-tape cassette. The purpose of recording was to facilitate future communication with students and parents who could not or did not choose to attend the group meeting. These individuals had the opportunity to listen to an audio-tape cassette after the clerical aides made follow-up phone calls to those not in attendance at the meeting. The students and parents who chose not to

participate were asked to sign the waiver of college-directed service. This documentation helped ensure that the counselor would not have to repeat himself or use his time ineffectively.

Criteria for Admission to College

Among the questions addressed at the meeting was: What are the criteria for admission to college? The student and their parents were told that the criteria for admission to college consist of three essential ingredients: (1) student performance, (2) recommendations, and (3) scores on standardized tests.

Student Performance

It was explained that student performance is a record of the student's grades and participation in activities while enrolled in high school. These grades and participation in activities are recorded on the student's record at the conclusion of each semester to form the student's transcript.

The grades that appear on the transcript are averaged to form the student's grade point average (GPA). This average is ranked from the highest grade point average to the lowest grade point average to determine the student's rank or position in the class.

Since student performance is one of the admission criteria for all colleges, the student's responsibility was to request a transcript for each of the schools to

which he applied. Under the Buckley Amendment no action could be taken by the counselor unless such a request was made by the student.⁵

Recommendations

Another of the criterion for admission to college discussed at the meeting was recommendations. It was explained that the student was responsible for requesting that recommendation forms be filled out, again authorizing release of information under the Buckley Amendment. The colleges provided these forms.

Test Scores

It was pointed out at the meeting that the Florida State Twelfth Grade Statewide Exam had been abolished by the legislature and that all colleges required some form of admission testing. Each college used one of two national test services, the Scholastic Aptitude Test (SAT) or American College Testing (ACT). Since most Eastern United States schools used the SAT, this test was used as the model to illustrate the applications procedure.

The highest possible score on the SAT is 1,600; the lowest possible score is 400. These scores are determined by adding the verbal and mathematical test scores together thus,

⁵Federal Register, Vol. 41, No. 118.

<u>Lowest</u>		<u>Highest</u>	
Verbal	200	Verbal	800
<u>Mathematical</u>	<u>200</u>	<u>Mathematical</u>	<u>800</u>
total SAT scores	400	total SAT scores	1600

It was emphasized that the student was responsible for applying for and taking the entrance test, and that applications were available in the school guidance office and the senior counselor's office. The student could take the test as many times as he wished. The colleges used only the highest score.

Utilization of Criteria for Admission to College

At the meeting, the utilization of the criteria for admission to college as it applies to students was explained. The use of SAT scores, GPA, and counselor's recommendation are used by the college to project a student's success or failure. Consequently, offers of admission are dependent on successfully meeting these criteria which must be understood by students and parents.

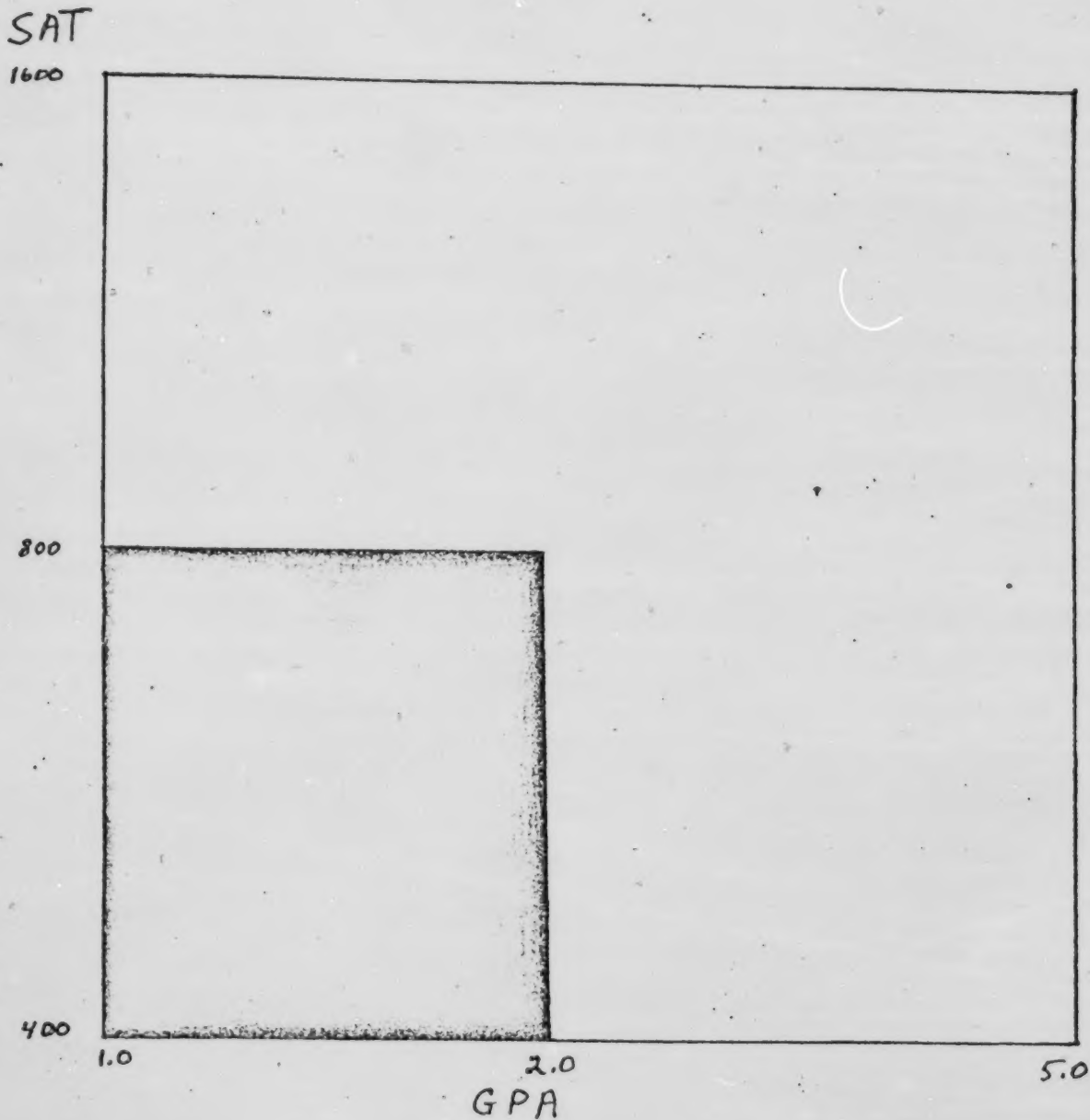
Projection of Success Based on GPA and SAT

At the meeting it was stated that the highest GPA possible is 5.0. This GPA could be achieved only if the student had completed advanced courses in every subject throughout the time he was in high school. The lowest GPA required to graduate from high school would be 1.0 or "D."

Therefore, if a student had a 1600 score on the SAT and a 5.0 GPA, he could possibly be admitted to any of the 2,000 colleges and universities in the United States (see figure 4).

Figure 4

Probability of Admission to a College Based on SAT and GPA



Total Area: Represents over 2,000 colleges and universities.

Shaded Area: Represents colleges and universities into which a student with an 800 SAT and a 2.0 GPA has a high probability of being admitted.

Similarly, if the student scored 800 on the SAT and had a 2.0 GPA, he would more than likely be accepted at the schools represented by the shaded area of figure 4, but would have greater difficulty in being accepted and in performing successfully at schools in the unshaded area. Generally, this method of prediction was used by most colleges and universities.

Counselors' Recommendations

At the meeting, it was pointed out that students' performance and test scores were only two of the criteria used in admission to college. The parents and students were informed that the third criterion is the counselor's recommendation which, it was explained, can be used in two ways.

The first use of the counselor's recommendation was to qualify test scores. If the student consistently showed evidence of testing poorly but demonstrated exceptional performance, the counselor stated the reason why the test scores were not an indication of the student's performance. In this way the admissions office of the college was able to make a decision based on information provided by the counselor other than the test scores and GPA.

The second use of the counselor's recommendation was to provide additional significant information about the student. Such information was used in the more competitive schools (those represented by the unshaded area of figure 4) when needed to select between two

students having identical GPA and test performance.

Student Responsibility and Use of This Information

The audience was reminded that many books and aids have been developed in relationship to the GPA vs SAT as is illustrated in figure 4 such as Lovejoy's College Guide, (Lovejoy's),⁶ Barron's Profile of American College, (Barron's),⁷ The College Handbook, (College Handbook).⁸

The student's responsibility was to choose, with the assistance of the counselor and his parents, a list of schools that have the desired curricula and are located in the geographic area desired by the student and parents. (This school selection process is discussed in chapter 4).

Parent/Student Responsibility

The student, not the counselor, will be attending the college; he and his parents will want to be well-informed about life at the college. Therefore, information will be needed about college life. At the meeting the following ways for the student to find out about each of the respective schools were discussed:

⁶Lovejoy, Clarence E., Lovejoy's College Guide, (New York: Simon and Schuster, 1976), pp. 23-169.

⁷College Division of Barron's Educational Series, Barron's Profile of American Colleges, (New York: Barron's Educational Series Inc., 1975), pp. 3-973.

⁸Dillenbeck, Douglas, D. and Wetzel, Sue, The College Handbook, (New York: College Entrance Examination Board, 1972), pp. 1-420.

1. College representatives will be available at the high schools.. The student must assume the responsibility for communicating with these representatives and placing the parent in communication with the representatives.
2. If a college is aware of a student's interest in the school, it may sponsor socials where admission staff personnel are available to speak with students and their parents.
3. In many cases the counselor, the college representative, or a friend of the student will know someone attending a college in which the student is interested. The student should endeavor to communicate with this person.
4. The student should write for the college catalog, application form, and financial aid form.

Criteria for Financial Aid

Among the questions addressed at the meeting was: What is financial aid? Financial aid, as the term applies to post-secondary education, was explained as a combination of grants, loans, and college work-study provided by the college or university in relationship to help meet the student's financial need.

- A. Grants are out-right gifts of money and are sometimes referred to as scholarships.

- B. Loans awarded by colleges and universities are categorized as National Direct Student Loans. Repayment of the loans is the students' not the parents' responsibility. These loans may be awarded in amounts up to \$1,250 a year, but may not exceed \$5,000 in four years. They are repayable when the student leaves school at a 3 percent interest rate over a ten-year period.
- C. College work-study is usually a job awarded the student on campus at the school for fifteen hours per week. The job provides the student with spending money or may be credited to his school account.

How Financial Need is Determined

Financial need is defined by the net assets of a family, and is determined by a sliding scale based on the number of dependents and family expenses. Expenses such as income tax and certain allowables are deducted to establish the extent of aid for which the student qualifies.⁹

A parents' confidential statement form (PCS) is provided by the college boards that sponsor the SAT. The PCS system is linked to the United States Income Tax System and requires financial disclosure on the part

⁹College Entrance Examination Board, Meeting College Cost, (New York: College Entrance Examination Board, 1974), p. 5.

of the parent.

Based on the most recent sliding scale available, everyone is entitled to financial aid unless disqualified by the counselor. Within the model developed during this practicum, it was the parents' responsibility to complete a rough draft of the PCS and then to discuss the data with the counselor. At the time of the meeting the parent was required to bring the following information: completed rough draft of the PCS, income tax return for the previous year, report of assessed valuation of home, pay-check stub of parent. The parents were requested to notify student of date and time of appointment. At the conclusion of the conference, the decision was made by the counselor as to whether or not the student qualifies for financial aid and/or other sources of financial assistance.

Other Sources of Financial Aid

At the meeting it was explained that the Florida Student Assistance Grant (FSAG), is a state grant providing an out-right gift of up to \$1,200 per year for four years, based on the PCS. The grant may be applied only to colleges and universities within the State of Florida.

The Basic Educational Opportunity Grant (BEOG) is a federal family-power-equalizing plan that defines

needs and makes monetary awards based on the cost of the school the student will attend. Awards ranged from \$50 to \$1,400 for the 1976-77 school year.

In each college catalog, within the financial aid section, schools list scholarships given in memory of a deceased person (name scholarship) and awards made in specific subject areas (e.g., journalism). In the McArthur High model a student wishing to apply for these scholarships was required to write directly to the school for the information and the application form. These scholarships are highly competitive, though the award criteria varies.

Students who would not receive financial assistance would be considered for local scholarships. The counselor would discuss these scholarships on an individual basis.

Summary

All of the steps were reviewed at the group meeting. A question-and-answer period was provided to qualify information. The meeting was concluded by distributing copies of the PCS and the check list defining parent and student actions (see figure 5).

Figure 5

Student Check List*

- _____ Applied for SAT or ACT.
- _____ Received admission ticket for SAT or ACT.
- _____ Selected five colleges or universities.
- _____ Sent for catalog, application, financial aid papers.
- _____ Completed application and sent to college or university.
- _____ Requested high school transcript to be forwarded.
- _____ Obtained Counselor/Teacher recommendations.
- _____ Completed financial aid application with parent for each school.
- _____ Completed Florida Student Assistant Grant Application.
- _____ Completed BEOG application with parent and had it checked by Counselor.
- _____ Reviewed financial awards from college counselor.

Parent Check List*

- _____ Completed PCS and received receipt from PCS.
- _____ Completed financial aid application for each of the five schools.
- _____ Completed BEOG.
- _____ Completed BEOG, SER form with counselor.
- _____ Received confirmation of financial aid packages with counselor.
- _____ Confirmed FSAG award with counselor.

*The check lists are handed out separately at the conclusion of the meeting.

Chapter 4

CLERICAL AIDES IN THE GUIDANCE OFFICE

The institution of this comprehensive system would overburden and reduce the effectiveness of counselors unless clerical assistance was provided. For this reason clerical aides were used to assist the students and the counselor.

These clerical aides were trained in maintaining the control book, assisting students with the SAT applications, using college search materials, typing the routine information necessary on the secondary school reports, telephoning, and making appointments with parents. The counselor trained the clerical aides by having each aide complete the respective forms under supervision until competence was demonstrated. The clerical aides then assisted student in completing each of the various forms in the presence of the counselor.

SAT Application

Specific questions in the SAT application form emerged as those most frequently requiring the attention of the clerical aides:¹⁰

1. What is your approximate position in the class?
2. What is your county code number?

¹⁰College Entrance Examination Board, Student Bulletin, (New York: College Entrance Examination Board, 1976). pp. 16-17.

3. Where do you intend to take the test?
4. What is the college code number?
5. What is the enrollment of your high school?
6. What is the enrollment in your senior class?

The clerical aides were provided with a list showing the approximate position of each of the 440 potential graduates of the 2,700 enrolled students, so that when students asked the clerical aides for this information, it was easily transmitted to the students.

When students needed to know the county code number, test-site number, and college code number, the clerical aides answered these questions by locating the information in the Student Bulletin which accompanied the SAT application.¹¹ This action, on the part of clerical aides, was possible because they had practiced the necessary search under the supervision of the counselor to demonstrate their competence.

In addition, the clerical aides listed the McArthur High School code number in the application.¹² The purpose of this action was to ensure that the results of the SAT would be returned to the school after the test and to provide the names of those students who did not attend the test at the designated date and time. Students not

¹¹Ibid., pp. 16-17.

¹²Ibid., pp. 16-17.

attending were requested to reapply or sign the waiver of college-directed services previously mentioned.

Assisting Students in the Selection of Colleges

Assisting students to identify the colleges they might want to consider was essentially a three-stage process in which clerical aides showed students how to use appropriate materials.

The first stage of the process was to identify colleges with a specific curriculum by using Lovejoy's. Section two of this guide lists the names of colleges by specific curricula, by special programs, and by the states where the schools are located.¹³ When the student decided on his intended field of study, the clerical aide referred the student to Lovejoy's and assisted the student in compiling a list of potential schools.

The second stage of the process was to find information about each potential school by using Barron's. Barron's provides the student with information by listing the schools alphabetically by the states where the schools are located, by giving a brief synopsis about each school, and by ranking the degree of competitiveness. Schools are ranked in relation to scores demanded on the SAT in five categories starting with highly competitive to non-competitive.¹⁴ Based on the

¹³Lovejoy, Op. Cit., pp. 18-169.

¹⁴College Division of Barron's Educational Series, Op. Cit., pp. 3-973.

information obtained from Barron's, the student reduced the list of potential schools. The student recorded the name and address of the schools in which he was interested.

The final stage of the process was to further limit the number of potential schools by using The College Handbook. The book is organized as Barron's is, but tells the reader in chart form the percentage of students that applied at each GPA. Another chart tells the reader the number of students that applied and were accepted at each SAT verbal and mathematical score. In most instances, by the time the student reached this stage, the aides did not have to render any assistance other than to show the student where the book was located.¹⁵

Clerical aides were able to assist students with the completion of the appropriate forms and the use of essential books in the identification of colleges they might want to consider. The list of potential schools for each student was then ready for discussion with the parents and counselor.

Assisting the Student with the Florida Student Assistance Grant Application (FSAG)

The training experienced by the clerical aides made it simple for them to complete the FSAG (see figure 6).

¹⁵Dillenbeck, and Wetzel, Op. Cit., pp. 1-420.

Figure 6



Ralph D. Turlington, Commissioner
Tallahassee, Florida 32304

FLORIDA STUDENT ASSISTANCE GRANT APPLICATION 1976-77

Mail Directly To:
Student Financial Aid
Department of Education
Tallahassee, Florida
32304

Check One: Initial Application _____
Renewal Application _____

DEADLINE: MARCH 1, 1976

Use ball point pen and press firmly

Each item must be complete

1 Student Applica- tion																M ☐								
																F ☐	Mo	Day	Yr					
	Social Security Number										Last Name					First Name					Sex	Date of Birth		

2 Permanent Home Address																										F	L	
	Number and Street															City					State	Zip Code						

3 Home Phone											4 Name and code number of county in which you maintain permanent residence (See county code list on the reverse side).															
	Area Code										County Name															Code

5 Name and code number of Florida College you plan to attend in 1976 (See college code list on the reverse side). Please do not submit more than one FSAG application.																									
First Choice Institution Name Only																									Code

6 In September, 1976, how will you be classified?	1 ☐ Freshman	3 ☐ Junior	5 ☐ Junior College Transfer
Will you live at home? ☐ Will you live away? ☐	2 ☐ Sophomore	4 ☐ Senior	6 ☐ Other

7 A Parent's Confidential Statement (PCS), Family Financial Statement (FFS), or a Student's Financial Statement (SFS) must be submitted for academic year 1976-77 listing the Florida Department of Education as a recipient.
Date Mailed: _____ Check One: ☐ PCS ☐ FFS ☐ SFS
Photocopies of these statements will not be accepted from colleges and universities.

8 Did you receive a Basic Educational Opportunity Grant (BEOG) last year?	9 Have you ever received a Florida Student Assistance Grant?
Circle: Yes No Amount \$ _____	Circle: Yes No Amount \$ _____

10 STATEMENT OF APPLICANT: PLEASE READ CAREFULLY	
(1) I certify that I am a citizen of the United States and will have resided in, or had domicile in Florida for at least two consecutive years immediately preceding the beginning of the 1976-77 academic year.	
(2) I certify that I will be a full-time undergraduate student and that the proceeds of the Student Assistance Grant, if awarded, will be used only for the purpose of paying direct educational expenses for the 1976-77 academic year.	
(3) I understand that I must submit a completed 1976-77 financial statement listing the Florida Department of Education as a recipient. This statement must be mailed with the appropriate fee to the respective processing agency by March 1, 1976. Photocopies of these statements will not be accepted from colleges and universities.	
Date _____	Applicant's Signature _____

PLEASE DO NOT WRITE BELOW THIS LINE

Status: I ☐	R ☐	☐	☐	☐	☐	☐	☐	R ☐	☐
		GPA	NI	PC	TFC	BGT	C		ND

--

REMARKS

The clerical aides typed most of the information from the control book. The balance of information was obtained from the school identification list (SID), which provided social security number, date of birth, and home address of the student. When students were called in to sign the application, they corrected any erroneous information and returned the next day to sign the corrected form.

Assisting the Counselor with the Secondary School Report

Each college and university generally requires a secondary school report of the student's performance, which contains additional descriptive information about the high school. This form has been standardized by the National Association of Secondary School Principals.¹⁶

The aides were able to complete the typing of routine information such as the school's name, location, date of graduation, accrediting organizations, duration of class periods, and an addressed envelope to the college or university. The counselor was responsible for attaching the transcript, reporting the approximate class rank, and making the school recommendation.¹⁷

¹⁶National Association of Secondary School Principals of the National Education Association, Secondary School Record, (Washington: 1958), p. 1.

¹⁷Ibid.

Sending The Basic Education Opportunity Grant Application
(BEOG) To the Parents

The BEOG is a voucher system administered by the department of Health Education and Welfare (HEW). The clerical aides mailed a BEOG application to each parent listed in the control book. Labels with the student's address were printed alphabetically for the senior class by the computer center from the SID list. The clerical aides placed the labels in the circled box and mailed the application (see figure 7).

Summary

The effectiveness of the high school counselor was amplified by providing trained clerical aides who helped with the various operations in the guidance office. The time saved enabled the counselor the opportunity to work individually with students and parents.

Figure 7

Basic Grant Mailing

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF H.E.W.
HEW-395



DEPARTMENT OF
HEALTH, EDUCATION,
AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
OFFICIAL BUSINESS

(Parents' Address)

Chapter 5
STUDENT ACTIONS

Applying for and Taking the Scholastic Aptitude Test
(SAT or College Boards)

The day after the group meeting, applications for the SAT were made available to the students in the guidance office and in the senior guidance counselor's office. Again a self-monitoring system was used by the students, allowing those students with initiative to complete the applications, although the counselor continued to maintain a check against the control book to identify those students who did not apply.

The check against the control book was completed by the clerical aides, who at the end of the week compiled a list of those students who did not pick up applications. The clerical aides called those students to the guidance office and gave them the application and any required assistance for completing it.

If a student chose not to cooperate with the clerical aides he was given three options: to sign the Waiver of College-Directed Services, to call his parents and inform them of his non-cooperativeness, or to complete the application. At this point in the implementation of the model all students conformed to the system.

Selection of Colleges

The selection of colleges by the student was completed by the process discussed in chapter 4. Students were required to review the list of colleges selected with the counselor in order to insure that selections were realistic in relation to their ability. The student's selections of colleges proved effective, with the result that the counselor was required to assist only a few students who had a record of poor performance and/or unrealistic goals for themselves.

Such situations were resolved through student/parent conferences. The specifics of the student's situation were presented by the counselor to the parents. Almost all of these students and parents chose to sign a Waiver of College-Directed Services. For those that continued in the system, the parent and student were reminded that the high school provided opportunity but that the colleges and parents must make the decisions. The college could elect not to accept the student. If the students were accepted, parents would be assuming the risk of the student's success or failure.

Sending for Catalogs, Applications, and School Financial Aid Forms

College catalogs, applications, and financial aid forms were and still are subject to the distribution

idiosyncracies of each college. Economics have forced the schools to publish them on irregular schedules, making the task of maintaining current supplies for students available in a guidance office impossible.

The most effective way of acquiring current catalogs, applications, and financial aid forms was to have the students write the Director of Admissions and request them by use of a form letter (see figure 8). No students reported difficulty in completing this action, as the addresses of the schools had been determined when the student used Barron's in preparing the list of schools in which he was interested.

Completing the Application

Students had virtually no difficulty in completing the applications for the various colleges. Most of the application content duplicated that in the SAT application. As a result, questions posed by students formed no particular pattern and were dealt with by the counselor individually.

Request for High School Transcript

Each school that the student applied to required a student transcript, which was usually attached to the Secondary School Report mentioned in chapter 4. The student simply completed a request-for-transcript card (see figure 9). The registrar then reproduced the transcript with the

Figure 8

Letter Requesting College Forms.

Date

Dear Sir:

Please send me a Catalog, Application and
Financial Aid Forms. I am interested in attending
your school. My home address is:

Very truly yours,

Figure 9

Request For Transcript

(PRINT) Last Name			First	Middle/Maiden	Class of 19
Street Address		City	State	Zip	Phone
<u>REQUEST FOR TRANSCRIPT</u>					
INFORMATION TO:	Office of Admission				
	School				
	Street				
	City		State		Zip
FEE: Free _____ .50c _____ \$1.00 _____ Received By _____ Date _____					

TRANSCRIPT POLICIES

SENIORS

- Each College Bound Senior is entitled to three (3) free transcripts (incomplete copies) to be forwarded with college application during the senior year. A .50c fee will be charged for each additional request.

FINAL TRANSCRIPT - Each senior is entitled to one (1) free transcript to be forwarded to the college or employer as requested. Request for this copy must be made prior to graduation, no later than May 31st. There is a .50c fee for each additional request made prior to graduation.

GRADUATES

\$1.00 fee for each request, beginning the day after graduation.

(PAY FEES TO GUIDANCE SECRETARY) Checks payable to: McArthur H.S.

school seal and returned the transcript to the counselor, who attached it to the secondary school report, which was then forwarded to the college.

Counselor/Teacher Recommendations

Very few colleges and universities require counselor or teacher recommendations, apart from the secondary school report. Most of these schools (Yale and Brown are typical) are highly competitive, therefore the number of students applying was limited.

In cases where recommendations were required, the student completed the routing information on each form, gave the forms to the teacher, and reported his actions to the counselor. Teachers returned the forms to the counselor, who in turn forwarded them to the colleges and noted the transmittal in the control book.

No problems or inconsistency emerged from the use of this operational procedure.

College Financial Aid Applications

Because most financial aid offices are separate from the admissions office of the college, the information requested in the Financial Aid Application duplicated that of the SAT application and the application form to the colleges. The student usually had to provide information specifying the direct cost of attending college. In most cases, some of the information could be obtained from the

school catalog; however, most schools did not provide sufficient information for the students to complete the Financial Aid Application. Explicit cost for tuition, room, board, and activities fees were always provided in the catalog. Cost of transportation, clothing, laundry, books and supplies, and other expenses had to be determined on a school-by-school basis because these details were usually omitted from the school catalog. Most of these details were resolved with the help of the counselor, but the few questions regarding costs that could not be answered were directed to an admission counselor of the college by a collect telephone call.

The financial contribution portion of the application was dealt with in the parent/student conference, which is discussed in the next chapter.

Completing the Florida Student Assistance Grant Application

This action was completed as described in chapter 4. The student was required to check the information and sign the application. The counselor forwarded all the applications to the Department of Education at one time.

Completing the BEOG Application

Most of the information contained in the BEOG application was completed by the parents and is discussed in the next chapter. The major action of the student was to have the application checked for gross errors. If such

errors were discovered, the parent was called by the counselor, and appropriate actions were taken as in the preparation of Florida Student Assistance Grant Application.

Summary

A specific sequence of student actions must be followed to achieve admissions to a college regardless of the internal operation of any high school. When systematized as in this model and described in this chapter, the student check sheet, together with the control book, proved to be totally effective.

Chapter 6

PARENT ACTIONS

Parental involvement was a helpful element in completing the process of applying to college but was an indispensable component in applying for financial aid. Success in obtaining financial assistance was totally dependent on parental participation, because each stage of applying for financial aid called for complete financial disclosure. Consequently, the parents had to understand the application process and be trained in the completion of the Parents Confidential Statement (PCS) and the Basic Educational Opportunity Grant Application (BEOG)¹⁸ (see appendix 2).

At the conclusion of the group meeting parents were given the check sheet (figure 5) and the PCS with instructions to try to complete the work sheet of the PCS. The parents were then to call for an appointment with the counselor.

Parent Conference on the PCS

Appointments with the counselor were made when the parents called, at which time they were instructed to bring the following information to the conference: a copy of their last filed 1040 or 1040A income tax return, the last pay check stub from the place of employment, the tax assessor's valuation of the parents' home, and the completed rough draft of the PCS.

¹⁸PCS Statement Booklet, Op. Cit., pp. 1-6.

The parents were requested to notify the student of the day and time of the conference.

At the conferences the parent or parents (usually only one parent attended these conferences) and the student were informed by the counselor that the PCS was a process of establishing family need, not making financial awards, and the colleges would make the financial awards to the students on the basis of need calculated from the PCS.

Student Information in the PCS

Information in the PCS related directly to the student had to be completed by the student. Most of the information duplicated that of the SAT application except the listing of the state scholarship program, which in Florida is the Florida Student Assistance Grant number 0650. The counselor had to insert this number and list the Florida Department of Education, Tallahassee, Florida as the agency controlling such scholarships.¹⁹

Student assets and earnings were ascertained by conference with the student and parent. The largest source of confusion was in the determination of social security and veteran benefits. The parents received these benefits until the student enrolled in college, after which time the benefits became payable directly to the student.²⁰

¹⁹Ibid., pp. 1-6.

²⁰Ibid., pp. 1-6.

Another source of confusion was the projected summer earnings of the student. In the McArthur model earnings were reported at \$300 to \$500 per student with a note indicating the high unemployment within the community which could effect job placement of students.²¹

The unanswered questions relating to the student were completed through interview of the student and parent. At this time the student was allowed to return to class (although in some cases the student completed the PCS for the parents).

Parent Information in the PCS

The balance of information in the PCS was completed from three sources: the past year's income tax return, the parent's paycheck stub, and the report of the assessed valuation of the parent's home. General questions in the PCS, such as name and address, posed no problems for most of the parents; however, questions relating directly to the parents' income tax return were difficult to understand for all but twelve of the 193 parents. These twelve parents were able to complete their own income tax return and only needed simple questions answered. The balance of the parents had to be helped item by item by the counselor.²²

²¹Ibid., pp. 1-6.

²²Ibid., pp. 1-6

The counselor showed them where each item listed in the PCS was listed in the 1040 or 1040A income tax return forms from the past year. From the current paycheck stub the items relating to the current year's income were answered by projecting the fractional earnings for the balance of the year. The forthcoming year was reported as the same as the current year.

Questions relating to property posed a problem to all parents. Parents knew the year their home was purchased and the cost of the home. The parents also knew the outstanding mortgage on their home; however, all of the parents overrated the value of their property and had no idea how much fire insurance they had on their home, because the insurance payment was part of the mortgage payment.

The current market value of the home was reported from the assessed valuation of the home by the tax assessor. This property value was affirmed to be realistic by telephoning representatives of the insurance companies which carried the fire insurance. The insured value of the home was approximately \$5,000 less than the valuation of the home. The difference was accounted for by subtracting the value of the land, which was not covered by fire insurance.

The questions of mortgage payments or annual rent and car payments were completed by interview with the parents, but the question dealing with life insurance proved to be a

source of confusion.²³ Most of the parents did not own life insurance policies, but listed insurance in the amount of \$10,000. This represented the amount of group insurance carried for them by their employers. The parents realized for the first time that group term insurance was not owned by them, but owned by the employer, and that their beneficiary would receive the benefits if they were employed by the company at the time of death.

Thus, by going item by item through the PCS, parents were trained to complete the process, although in some cases, the counselor had to do the PCS for them.

Completing the Financial Aid Applications for the Colleges

As noted in chapter 5, the financial aid application for each respective college could not be completed without completing the PCS. The necessary information to complete these applications was taken from the work sheet of the PCS and the forms were forwarded to the colleges.

Completing the BEOG Application

In concluding the conference with the counselor, the parents were informed that this was the beginning, not the end of the process, and that the BEOG would be forthcoming in late January or February of the coming year. This application would be mailed directly to them from the counselor. The parents were to complete the application in the same fashion they completed the PCS work sheet and

²³Ibid., pp. 1-6.

return the BEOG application to be checked by the counselor (see appendix 2).

The applications were mailed as noted in chapter 4. The students returned the applications as in chapter 5 and in some cases the parents had to return for additional assistance in completing this application. The applications were checked off against the control book; parents who had not responded thirty days after the mailing were telephoned and requested to complete the process.

Summary

The PCS, college financial aid applications, and BEOG applications were completed by the parents with the assistance of the counselor. In some cases the counselor had to complete the forms for the parents. By working with students and parents in completing the forms, the entire process of applying for admissions and financial aid to college was completed.

Chapter 7

RESULTS

Admissions to College

Among the 1976 graduates identified as college-bound from McArthur High School, 193 of 426 students applied to over 100 colleges and universities in the United States. Each of these students was successful in obtaining admission to more than one of these institutions. Only three students identified as college-bound did not attend college in the fall of 1976.

Of the three students that did not attend college, one elected to postpone enrollment until the fall of 1977. Another student and his family could not be located. The third student had court proceedings pending against him and was not allowed to enroll.

Therefore, 190 out of 193 in a class of 426 students or 45 percent of the graduating class enrolled in college in the fall of 1976. This enrollment was approximately four times greater than the preceding class of 1975, of which only forty-seven in the class of 449 students enrolled in college.

The pattern of enrollment also changed drastically. In the 1975 class, eight of the 47 students (17 percent) were enrolled in four-year colleges. The class of 1976 had 82 percent enrolled in four-year colleges, as distinct from junior colleges.

Figure 10 shows the 38 colleges and universities the students elected to attend and the number of students enrolled in each.

Financial Aid Awards to Students

Of the 190 students who attended college, 130 were the recipients of financial aid awards. These students received offers in excess of \$500,000 from more than 100 colleges and universities, but many of these schools eliminated themselves from consideration by providing insufficient funding.

Two schools, located less than thirty miles apart, were compared to illustrate the difference in funding. Each school had identical costs of \$3,100 per year for tuition, room, board, books, fees, insurance, and transportation. However, one school awarded the student the full \$3,100, while the other school awarded the student \$1,750.

The student enrolled in the school which awarded him \$3,100 per year. Had the student enrolled in the other school, the student and parent would have to contribute an additional \$1,350 per year (see figure 11). In making awards to students, some schools provided 100 percent of the student's defined need, while other schools arbitrarily made awards based on internal policy rather than student need. Students and parents eliminated schools not meeting their financial needs.

Figure 10

McArthur Graduates of 1976 Enrolled in Colleges and Universities

Barry College	2	Georgia Institute of Technology	2
Bauder Fashion College	1	Jackson Memorial Hospital	2
Bethel College	2	Jackson State College	1
Biscayne College	2	John C. Smith University	1
Brenay College	3	Kalamazoo College	1
Broward Community College	21	Lake Forest College	1
Case Western Reserve	1	Mercer University	26
Centre College	2	Miami Christian College	1
Coe College	1	Miami Dade Community College	14
Cornell University	1	South Carolina State University	1
Columbia College	5	Taladega College	1
Columbia University	1	Texas College	8
Drake University	1	Tomlinson College	1
Flagler College	2	University of Florida	12
Florida Bible College	1	University of Miami	2
Florida Institute of Technology	3	University of Pennsylvania	3
Florida Southern	15	University of South Florida	15
Florida State University	23	Valdosta State College	9
Fort Valley State College	1	Vanderbilt University	1

Figure 11

COMPARISON OF FUNDING POLICY OF
TWO DIFFERENT SCHOOLS

School A		School B	
Total Cost		Total Cost	
<u>Award</u>		<u>Award</u>	
Grant	\$1,200	Grant	\$500
National Direct	1,000	National Direct	500
Student Loan	1,000	Student Loan	
College Work Study	900	College Work Study	750
Total Award	\$3,100	Total Award	\$1,700
Expected parental contribution	none		\$1,400

BEOG Awards

BEOG awards ranged from \$50 to \$1400 per student depending on the calculated need factor in the Student Evaluation Report (SER). The college handled the BEOG award in three different ways. One method of handling the BEOG award was to subtract the award from the grant portion of the financial aid packages, which left the student just where he began. The second method was to subtract the BEOG award from the loan and college work study portion of the packages, which left the student in many cases with an outright gift of the total financial aid package. The third method of handling the BEOG award was to add the award to offers made by the college. These differing practices of the financial aid officers of the different colleges made necessary the continual evaluations of financial aid awards by the counselor and the students' families.

FSAG Awards

FSAG awards were handled by the colleges and universities of the State of Florida in the same fashion as the BEOG awards. The largest significant difference was in the timing of the award. The FSAG awards were all made during the summer months. Consequently, the parents and students had to make their own decision regarding these awards since no counselor was available for consultation during those months.

Local Scholarships

Local scholarships were awarded to students who needed additional funding to attend college. Students identified themselves to these organizations and completed the applications for these awards. The high school cooperated with these agencies but was not a part of the process.

Chapter 8

TRANSPORTING THE MODEL THROUGH COUNSELOR INSERVICE TRAINING

The abolishment of the Florida Twelfth Grade Statewide Exam, and the state law requiring a comprehensive program of placement of students to be part of the school district's comprehensive plan established the need for transporting the model to the other high schools of the Broward County School District. Transporting the model was accomplished by counselor inservice training.

A counselor from each of the twenty high schools in Broward County was identified by the district's Coordinator of Guidance to work with the college-bound seniors and was required to participate in the counselor inservice training. Other counselors were allowed to participate on a voluntary basis (see appendix 3).

Each counselor participated in fifteen hours of instruction about the uniform financial aid system and was allowed to make modifications in relationship to the internal operation of his respective school. The latitudes in allowing for these changes facilitated adaptations to the specific operations of the various schools. The modifications were recorded at each meeting in relationship to the intended changes in the system and mutually accepted by the counselor of each school and this writer.

The counselor inservice training consisted of five class meetings and the observation of a group presentation to students and parents. Counselors from all high schools in the Broward County School District participated.

The First Meeting: Overview

The first meeting was introduced by the Director of Pupil Personnel of the Broward County School District, who presented an overview of the existing problems within the school district. He emphasized that the State of Florida Twelfth Grade Statewide Exam which had been the chief vehicle for admissions to Florida State Schools had been abolished by the state legislature. The school system was obligated to replace the testing services under the existing state law.²⁴

He also noted that a uniform method of assisting students in college admissions and acquiring financial aid could not be identified in the twenty high schools of the district. Therefore, the counselor inservice training was imperative for the standardization and systematizing needed to provide uniform practice in the 1976-77 school year.

The inservice training was then conducted by this writer who presented a brief outline of the subjects treated in chapters one through seven of this report and then focused on the following subjects:

²⁴Florida State Statutes, Chapter 235, et, seq.

Identification of College-Bound Students

The identification methods outlined in chapter 2 were presented. In addition the following methods of identification emerged:

Some schools required all students to take English Four which necessitated the counselors going to these classes and having the students fill out the IBM cards as shown in figure 1. If the school had an auditorium, these classes met in the auditorium and the identification process was repeated depending on the number of periods English Four was offered.

Another way of accomplishing the identification of college-bound students was to have a senior assembly which all seniors attended. Each student was given a brown and yellow colored IBM card. Brown was used to designate college-bound students; yellow was used for all other categories. The student signed the appropriate card and placed the card in a similar colored box located at the exit of the auditorium, thus, allowing the counselors to account for each student and follow-up on students who did not respond.

How to Train Clerical Aides to Assist

The use of clerical aides was discussed in chapter 4. Each participating counselor immediately acknowledged the benefits of this kind of assistance and

enumerated the following personnel who were trained to assist them at their school: students, parents, secretaries, librarians, retired personnel.

Location of Materials in the Guidance Office

Materials necessary to the admission and financial aid process were identified as follows: SAT applications, FSAG, BEOG, Lovejoy's, Barron's, The College Handbook, and a recent collection of current college catalogs.

Communication and Time for the Large Parent/Student Meeting

The parent/student meeting presented a new experience for the participating counselors. Most had provided information and the forms in the past without acknowledging that the parents must make financial disclosures and sign the forms. The counselors, realizing the importance of parental involvement, acknowledged the need for the meeting and agreed that it should be held after the identification process to facilitate effective communication with the parents.

None of the schools found difficulty in completing the communication process as outlined in chapter 3. However, each school differed in making a commitment as to a specific date for the meeting until two requirements were met. The first requirement was the

counselor's attendance at the student/parent meeting at McArthur High School; the second was the availability of facilities at each of the schools. Each school had a group meeting within 30 days after these requirements were met.

The Second Meeting: Participation in Group Meeting

At the second meeting all participating counselors attended the parent/student group meeting at McArthur High School. Attendance was taken by the Coordinator of Guidance Placement and Follow-up of the Broward School District.

The materials distributed to parents and students were provided to the counselors. Counselors took notes on the meeting as reported by the Coordinator of Guidance, Placement and Follow-up, which avoided the necessity for producing materials for the next meeting.

The Third Meeting: Task Orientation

Each step of the parent/student meeting was reviewed. The counselors accepted the need for parental involvement and found the group meeting an effective process for initiating this process. Each school subsequently had its own group meeting within thirty days of the third inservice class.

Counselors were presented the following information to use in a homework problem: a) Father's income: \$15,000 for calendar year 1975; b) interest on savings account: \$100

for calendar year 1975; c) moving expenses: \$100 for calendar year 1975; d) total taxes paid; \$1,000 for calendar year 1975; e) medical expenses: total: \$300 for doctor, dentist, and eyeglasses; f) taxes: real estate, gasoline tax, general sales tax, \$400; g) interest expense: \$1,800; house purchase: 1970 purchase price \$20,000; i) report of assessed valuation \$25,000; j) outstanding mortgage \$17,000; k) monthly payments on house: \$150; l) total deductions: \$3,000 for calendar year 1975; m) life insurance: \$10,000; n) car payments: \$100 per month, with \$2,000 owed on the car, 1972 Chevrolet.

After reviewing the information to be used on the homework problem, each counselor was presented with the "1975 Instructions for Form 1040," Schedules A & B Form 1040, Itemized Deductions and Dividends and Interest Income, and a copy of the PCS (see appendix 4). The counselors were instructed to complete the income tax return and the PCS as best they could for the next meeting.

A conversation with three counselors revealed that they did not do their own income tax, nor did they see any relationship between the guidance function they were contracted to fulfill and finance.

The Fourth Meeting: Assessment of Task Orientation

Counselors from seventeen of the twenty high schools of the Broward School District were in attendance. The Coordinator of Guidance Placement and Follow-up reported that the three schools absent would no longer be participating

in the process.

In discussing the homework problem each counselor was able to see the necessity of understanding the total process and participated in all phases. Each counselor was able to complete the PCS at the end of this class and was given a copy of the BEOG application to be completed for the next class in relationship to the 1040 income tax form and the PCS.

The Fifth Meeting: Final Examination

At the fifth meeting of the class, the homework assignment was reviewed. The counselors demonstrated competence in completing the BEOG application.

The class took home final examinations to be returned at the sixth class meeting (see figure 12). In addition the counselors from the different high schools were asked to prepare a list of local scholarships offered in their schools.

The Sixth Meeting: Review

At this concluding meeting, the final examination was reviewed to determine each counselor's success in correlating the 1040 income tax, PCS and BEOG applications with each other. The review served to answer any remaining questions and established the relationships among these forms. Additionally, each of the counselors read the description of his schools' financial aid system and how the system works; the remainder of the class offered suggestions regarding

Figure 12

Take Home Exam

To: Participant, Financial Aid In-Service
From: M. Kwint
Subject: Financial Assignment

- I. Please list the appropriate line of the 1040 tax form and PCS where the following information can be found in The Basic Educational Opportunity Grant Application as listed by each numbered item.

BEOG	PCS	1040
------	-----	------

Item 15

20
21
22
23
24
25
26
27
28
29
30

- II. Briefly describe how the Financial Aid System works in your school.

possible improvements. This discussion established an operating procedure for each of the seventeen schools that participated.

Local lists of scholarships were reviewed, and when it was noted that more than one student was applying for a particular organization's scholarship, the counselor established a set procedure for students to follow. This procedure resulted in the counselor referring students to other organizational scholarships, which were unknown to these students. The net result was utilization of the funding provided by organizations, whereas in the past some organizations received no applications, and the funds had often gone unused.

Summary

The model of a systematic method of acquiring financial aid for college-bound students developed in McArthur High School, as modified during inservice training, was transported to and implemented in seventeen of the Broward County School District high schools. The participation of the seventeen high schools can be seen from information reported by fifteen participating colleges and universities and summarized in figure 13.

The first column represents the twenty schools of Broward County. The second column labeled number applicants reports the number of students who have made applications for admission. Column three lists the number of transcripts

Figure 13

Reports From College On Application Process

Col. 1 School	Col. 2 Number Applied	Col. 3 Trans.	Col. 4 Sec. Reports	Col. 5 SAT	Col. 6 Acpt.	Col. 7 PCS	Col. 8 F.A.
A	24	24	24	24	20	20	20
B	65	65	65	64	58	65	65
C	38	38	38	38	31	38	38
D	43	43	43	43	37	3	3
E	27	27	27	27	24	27	27
F	53	53	53	53	42	4	2
G	7	7	7	7	7	6	7
H	86	86	86	86	80	86	86
I	77	77	77	77	69	74	74
J	62	62	62	62	59	60	62
K	15	15	15	15	15	14	14
L	27	27	27	27	22	5	5
M	180	180	180	180	121	168	174
N	57	57	57	57	50	54	57
O	19	19	19	19	19	19	18

received. Column four lists the number of secondary school reports on students received. Column five lists the number of SAT scores reported to the colleges or universities on the student. Column six lists the number of students accepted to date. Column seven lists the number of PCS's received. Column eight lists the number of school financial aid applications received.

Figure 13 demonstrates the success or failure of the schools participating in the process. Column two through six records the number of students who successfully completed the application's process. Column seven and eight records the number of students and families who successfully completed the financial aid process. In the first column the school labeled C had each student who applied to the school complete the entire process. Yet the school labeled D showed that their students completed the application process but provided incomplete financial information on their students. In this way, the seventeen high schools that complied with the system were identified.

Chapter 9

SUMMARY AND RECOMMENDATIONS

Summary

A systematic method of helping students and parents apply to colleges and acquire financial assistance to attend college had been developed in a transportable model during the 1975-1976 school year at McArthur High School. The model was transported to the senior counselors of seventeen high schools within the Broward County School District through fifteen hours of inservice training. The model provided students and parents with systematic assistance from counselors and clerical aides in completing the testing process, applications process, and financial aid process at the local, state, and national levels.

Students from McArthur High School received admission to more than one hundred four-year colleges or universities and in excess of \$500,000 in financial aid offers. The average offer was \$3,200 per student.

One hundred and ninety out of 193 students in a class of 426, or 45 percent of the graduating class enrolled in college in the fall of 1976. The student enrollment in college was approximately four times greater than the class of 1975, which had 47 students in a class of 440 students enrolled in colleges.

The pattern of enrollment also changed drastically.

In the class of 1975, eight of the 47 students or 17 percent attended four-year colleges, as compared to 82 percent attending four-year colleges instead from the class of 1976.

The system is ongoing and will continue to be utilized by the Broward high schools, even in the absence of this writer, under the watchful eyes of the Hollywood Florida Scholarship Foundations' Special Committee (see appendix 5).

Further Applications

The model described in this practicum lends itself to several further applications. One application would serve the needs of students in adult education wishing to pursue a college education. Another application of the model would provide assistance to students seeking entrance from high school into vocational education schools. In addition the nation's largest single employer, the Department of Defense, would provide paid training opportunities to students seeking entrance from high school into the armed services.

The armed services as do colleges require a high school diploma and provide their own testing program to high school students free of charge. The Armed Services Vocational Aptitude Battery (ASVAB) measures a wide variety of vocational aptitudes (the ASVAB replaces the SAT with military services). The student may use the ASVAB results to identify areas of abilities relevant to technical training schools in the armed services. Upon the student's enlistment in an

armed service, a specific service school assignment with paid training is provided to the student.

The armed services' illustration mentioned above, coupled with development of models in vocational training programs, admissions to junior colleges, and retraining in adult education would serve to increase accountability of the actual services provided students.

APPENDIX 1
ANNOUNCEMENT OF LARGE GROUP MEETINGS

McArthur Sponsors Aid Night

By DAVE KAMIONER
Teen-Tatler Staff

A special meeting will be at 7:30 p.m. Thursday at McArthur High School auditorium regarding financial aid for college bound seniors. Deadline is Oct. 1.

Seniors and parents should attend this meeting on college admissions and financial aid. It will cover requirements for admission to college, monetary assistance and steps necessary to be completed for successful admission and receiving of funding.

The state of Florida will no longer give the 12th grade state-wide exam.

WELL FOLKS, it's that time of year again. Time to return from the sweet relaxation of summer to the cold, dark reality of the academic salt mines. This sophomore has nothing against

going to school, but it seems such a let down from moonlit beaches to algebra homework.

Oh, by the way, since this is my first article I should introduce myself. I'm Dave Kamioner, political genius and part time psychotic. During the course of my stay with this publication I'll attempt to carry on the grand tradition bequeathed to me by my predecessor, the illustrious Richard Saalfeld.

First week back at the homestead seems normal enough. The freshmen are clearly recognizable because they're the only ones who look like they just stepped off a boat from mainland China. The football team can be seen in their uniforms proudly strutting around campus looking for trees to talk to. And last, but not least,

McARTHUR, Page 7D, Col. 1



MUSTANG COURIER

McArthur High School Hollywood, Florida
Volume VII October, 1976

JUNIORS, SENIORS AND PARENTS

Career Night, sponsored by the Broward County school system, will be held November 18, 1976, in the Hospitality Room of Broward Community College. One hundred and forty-two post secondary institutions will be represented.

The representatives of these institutions will discuss the educational opportunities of their schools, and distribute catalogues, applications, and financial aid forms.

The time to start making future plans is now, by calling for an appointment or having your student see his counselor.

THANKSGIVING CHORAL CONCERT

The new McArthur Madrigal made its first appearance at the F.B.L.A. District convention on October 8th. They will be appearing, as will all the choruses, on the 7th annual Thanksgiving Concert in McArthur's auditorium on Tuesday November 16th at 8:00 P.M. Admission will be one dollar, children under 10 are listed free.

GRADUATION REQUIREMENTS

There has been a change in graduation requirements that affects all Juniors, Sophomores, and Freshmen. They will now need 4 credits in English in order to graduate. Previously only 3 English credits were required. In addition, Freshmen must now earn 20 credits to graduate. A Freshman must now earn 5 credits to be promoted to 10th grade.

President of the Committee: Mrs. Bosch, Mr. Drilling, Mr. Evanchoo, Mrs. Howard, Mrs. Peddie, Mrs. Peterson, Mr. Rahenkamp, Mrs. Rodnesky, Mrs. Zaritzky.

Regular meetings are scheduled on the second Tuesday of each month at 2:30 P.M. in the Administrative Conference Room. All parents and members of the community are welcome at any of these meetings.

SAFETY CONCERN

Special meeting was held on Friday, October 22, to discuss with the local law enforcement agencies and the School Board representatives, the serious problem at the pedestrian crossing in front of the school.

Other points of concern should be referred to any member of the committee for future action.

HEALTH SERVICE CLASSES

HELPS WITH SWINE FLU INOCULATIONS

McArthur High School Students will man an entire shift at Hollywood Park Elementary School on October 30th. The Health Service Aide classes have volunteered their services at Sterling Elementary on October 26th. Certified Paramedics on our faculty: Ms Grimm, Powell, Ewing and Riddle, also Mrs. Dalrymple, Mrs. Zaritzky, and Miss Griffiths are participating. This is an excellent Community project. We encourage all young people and teachers to show their community spirit.

APPENDIX 2

BASIC EDUCATIONAL OPPORTUNITY GRANT APPLICATION

APPENDIX 3
GUIDANCE ADVISORY BROWARD COUNTY FLORIDA



CHALLENGE

ADVISORY

BROWARD COUNTY FLORIDA

September 2, 1976

WELCOME BACK - - - GOOD LUCK

Good luck and success for the year. I look forward to seeing and working with you again.

LOCATION OF OFFICE

We have moved to the Lincoln Park Complex, 600 N. W. 19 Avenue, Fort Lauderdale. Telephone number 765-6039. Our building is on the north side of the complex, if you are driving on Sistrunk Blvd. west, go to 19th Avenue and turn right. Our phones were not installed until September 1st, so to all of you who tried to get us, thanks for "hanging in there." It's been rough.

NEW STUDENT SERVICES DIRECTOR APPOINTED

All Student Services Personnel are now organized under the leadership of the Student Services Director, Dave Fitzpatrick. Under his jurisdiction are: Evaluation and Testing, Career Education, Guidance and Placement, Psychological Services, Attendance and Welfare and Health Services. Mr. Fitzpatrick will be at many of our meetings, and I know you will be as delighted as I have been, to have the privilege of working with him.

ADDITIONAL JOB RESPONSIBILITIES

Under the new reorganization of Student Services, I have taken on some added responsibilities. The job now entails Occupational Specialists and Follow-up and Placement. A group of Occupational Specialists and I have had some meetings and have worked on meeting dates, organization and publications. At our first meeting together you will be receiving this information.

MEETING DATES TO BE REMEMBERED

We were too late this month to get on the county calendar with most of our meeting dates, so please make note of the following information. Memos will announce details of these meetings.

INSERVICE

High School Personnel: We are holding a series of six meetings on the topic of FINANCIAL AID as follows:

August 31	Identifying College Bound Students
September 9	7:30 p.m. McArthur Auditorium - Observe Presentation
September 14	Review Presentation - present with materials
	Start PCS Workshop
September 21	Complete PCS Workshop
September 28	FSAG Workshop - BEOG
October 5	Local Scholarship, etc (include HSF)

Thank you for your attendance at our first meeting which was excellent.

TWELFTH GRADE TESTING

Twelfth grade testing is out as you know. In its place they are accepting SAT or the ACT. Fee for SAT is \$7.25 and for the ACT \$7.50. Applications for test fee waiver may be filed by students who are hard pressed financially. If you don't have all the details, refer to memo sent to your High School Principal from Mr. Turlington's office on August 4, 1976.

KEEP THE FAITH

See you in September!

Sylvia Milks

Sylvia Milks
Coordinator, Guidance Services
cc: Dave Fitzpatrick D.J.

APPENDIX 4
INTERNAL REVENUE FORMS

APPENDIX 5
HOLLYWOOD FLORIDA SCHOLARSHIP FOUNDATION
SPECIAL SCHOLARSHIP COMMITTEE REPORT

HOLLYWOOD FLORIDA SCHOLARSHIP FOUNDATION

SPECIAL SCHOLARSHIP COMMITTEE

The Hollywood Scholarship Foundation was organized to assist high school graduates of the South Broward County School District who required financial aid in order to attend college, but who had been unable to obtain scholarships from conventional sources. It is a non-profit organization comprised of forty women. Since 1964, the Foundation has given thousands of dollars every year in scholarships. These awards have helped students begin their studies in many diverse fields at the colleges and universities of their choice.

The students are recommended to the Foundation by the guidance departments of each of the eight (9 in 1977) high schools in the District. They are then cleared through the Foundation's Scholarship Committee. To qualify, the student must be of good character and demonstrate his ability to succeed academically. In most cases he must have worked to help support himself. Most important, his parents must be unable to pay the full cost of his college education. Sex, race or religion play no part in the selection process. Students from parochial academies in Hollywood are regularly screened along with the public school applicants.

While the Foundation is careful to select students who have scholastic aptitude, grade averages and test scores are not given the highest priority; it is believed that the superior student usually will be able to secure adequate funding.

Since students are expected to exhaust all other sources of potential aid before applying to the Foundation, the Scholarship Committee keeps informed about other agencies and their programs, and watches for the effect of the various federal assistance programs upon its applications. It had been found by the committee that many students were uninformed about the various programs offered by the government; committee members believed it was due to a lack of communication between the students and the guidance departments. Because of its independent status, operating outside the school system, although with the system's blessing, it was unable to verify this fact. Any inquiry that had been made was met with assurances and with a certain degree of pique.

When Mr. Marwin Kwint of McArthur High School took over the role of college counselor in that school, the Scholarship Committee noticed a sharp drop in its applications from McArthur. Inquiry brought to light the fact that McArthur students were obtaining substantially more scholarships than those at other local schools. Mr. Kwint had found hundreds of thousands of dollars of aid money was indeed available when the students and their parents were fully informed and assisted through the administrative procedures. He supplied the committee with extensive data to substantiate his findings.

Mr. Kwint was approached by the committee to determine if his methods were adaptable for all guidance departments. This began an intensive period of investigation, frustration and some success over a period of about 16 months. It also signaled a turning point for the Hollywood Scholarship Foundation.

The U. S. Congress in 1973 came to the same conclusion that the Foundation had reached in 1964. Recognizing that financial assistance was needed to give equal opportunity to all Americans, it funded the Basic Opportunity Grant (BEOG), an entitlement program available to all students who fall within prescribed financial guidelines. This grant can award up to \$1,400.00 each year, for 4 years of college or vocational schooling, not to exceed \$4,000.00 in the four year period.

In addition, there are other federal programs available to students who qualify -- the State Student Incentive Grant, a matching grant program, the National Direct Student Loan, the Guaranteed Student Loan, and College Work-Study Programs. All told there is upwards of \$9 BILLION dollars funded for the year 1977. This does not include private college scholarships funded by private endowment or other independent scholarship sources.

With these facts in mind, the Scholarship Committee questioned the ongoing program of the Hollywood Scholarship Foundation:

1. If federal sources of funding are available to students who are in need, is it ethical for a private agency to solicit funds from the community, duplicating a service?
2. If federal sources of funding are available, whose responsibility is it to educate the parents and students of the availability?
3. When a student is awarded BEOG and a grant is also made by a private agency, the public grant is reduced by the equivalent amount of the private grant in most institutions.
(Dollar amounts for BEOG are computed on a scale taking into account family income, indebtedness, number of dependents and other criteria.)
4. In view of the above, where does the Hollywood Scholarship Foundation fit into the revised system?

The Scholarship Committee is at present re-assessing its program, uneasy having to solicit funds from an already over-solicited community, but unwilling to abandon its mandate until it has assurances that funding for needy students will be forthcoming. Except for McArthur High, its applications are increasing every year. A committee of three members was therefore appointed to further study the situation.

The committee first met with Mr. Andrew Mavrides, Chairman of the School Board at that time. He listened with interest and pledged his support for a countywide program patterned after Kwint's. However, his term expired before any action was taken. A couple of sessions with Maurice Connell, Hollywood's Grant Coordinator, produced essentially the same material that Kwint had made available.

The next step was a lengthy interview with Dr. James Gardiner, who is a Deputy Superintendent of the Broward County Schools and a University Regent as well. Dr. Gardiner was most helpful and concerned, immediately grasping the two part dilemma: (1) financial awards were not being granted to Broward students to the fullest extent, and (2) that given an astute counselor, like Kwint, or an experienced parent, Broward's top students would be leaving the state to study elsewhere, where funding can be secured. There are some interesting facets in this last point in that top students are frequently lost to Florida because the state is penurious when it comes to grants, thereby weakening the university system, and in addition, the Legislature, which meets in April and May, does not allocate any funds until long after a student has determined the college of his choice. In too many cases, the best students will already have accepted a generous package from an out of state school, in preference to waiting for a doubtful award from Florida.

Dr. Gardiner introduced the committee to Mr. Richard Hulit and Dr. Smith from the Department of Education in Tallahassee, and Mr. Hulit came to Hollywood to discuss the problem.

He corroborated what had been suspected — private awards replace money allocated in a student's package by all Florida schools. Many private colleges also practice this procedure, thus diverting the public money into their treasuries for other uses. (The Foundation had been aware of this practice in recent years, and acted to protect its funds against it.) The reasoning behind this procedure is simple and logical. Students applying for financial aid must complete the PCS, which then goes to the CSS (college scholarship service) in Princeton, N. J. In addition, they should submit an application to BEOG, which is a federal program. Each of these systems have a prescribed standard and the data is evaluated accordingly. In addition to family income, taken into account are the number of dependents, special hardships, mortgage payments, debts, etc. The student's application is therefore weighted against his ability to pay. If it is determined that a parent can afford nothing to his child's education, a complete package is recommended. If it is determined that a parent, for example, can contribute \$1,000.00, the remainder should be picked up by the college and/or BEOG. Thus, if handled properly, every needy student should receive what he needs — at least in theory.

Mr. Hulit also conceded that each school board is mandated by the Florida Legislature to provide counseling for jobs or college for each student that leaves school, whether he is a drop-out or graduate; and further is mandated to follow up on each student for a period of one year. He did not hesitate to reveal that this is not being done in most cases.

In the interim, the committee met with Mr. Hal Jackson, South Area superintendent, Mr. Harold Mosser, Director of all high school programs, Mr. Kwint and Mr. Treherne, Principal of McArthur. They listened to the presentation of the facts that the committee had ascertained and promised to cooperate. They readily admitted that there is no one counselor in each high school who is responsible for assisting students with their futures. They asked for opinions on how to implement such a program. It was suggested that Mr. Kwint be asked to set up a program, since his success was so dramatic. In 1976, he had secured benefits in excess of \$500,000.00 for 106 students.

The committee met again, two weeks later, this time with Mr. Mosser, Mrs. Sylvia Milkes, head guidance counselor, Miss Mona Moody, of Deerfield High, and Superintendent Drainer. Again, facts were presented, and after a little gentle persuasion they agreed to set up a program under Mr. Kwint. An in-service workshop was devised and counselors from each high school were instructed to attend. The committee of three was elated.

However, it is very difficult, at this time, to assess the program's degree of success. In Broward County, the Principal of each school is autonomous — he is not bound by a ruling from a superior, so long as he fulfills the requirements. In other words, even if his guidance people learned Kwint's method, they are not bound to put it into operation, providing they substitute one of their own. It is too early to know how much influence the committee has had. But, in the spring, when applications are processed by the Scholarship Committee, it will be able to judge. There has been some enthusiastic compliance, and it is interesting to note that it has come from the younger members of the staff.

Nevertheless, the Scholarship Foundation is armed with knowledge and with state law, and will continue to press for compliance.

In answer to questions posed above:

Question 1. The answer is no, it is not ethical to ask taxpayers to give twice for the same service, especially in view of question 3, which alludes to the substitution of the private gift in place of the tax financed grant.

Question 2. By statute,, under the Pupil Personal Service Act of the Department of Education, responsibility for vocational and educational guidance is placed in the province of the high school.

Question 4. Time will determine what role the Hollywood Scholarship Foundation will play in the South Broward School District vis a vis scholarship assistance. For the present, the Foundation cannot abandon its role in view of the limited compliance on the part of the schools. It is committed to continuing the role of watchdog and will take whatever steps are necessary to insure that the low income family receives help. If perfect compliance is finally won, the Foundation will exert its efforts in other directions in order to achieve quality education for Florida young people.

If this comes to fruition, it will have accomplished perhaps the most meaningful piece of work that the Hollywood Scholarship Foundation can claim — providing a systemwide program for funding needy graduates.

Grace Finkel

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